

# The Life Experiences of Chinese Students in Prewar Tokyo Higher Normal School: Focus on the Narratives of Their Study Experiences

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**Abstract:** This study was aimed to explore life experiences of Chinese students in prewar Tokyo Higher Normal School. Moreover, this study also attempted to reveal the history of how higher schools educated foreign students under the old system of Japanese education by telling stories of the Chinese students who studied in Tokyo Higher Normal School. To explore the actual study state of Chinese students who studied in prewar Tokyo Higher Normal School. This study applied the data referring to the life experiences of the Chinese students, for example, their memoirs, diaries, and literature work. Through the analysis from the narratives of the Chinese students of the Faculty of English, this study found several flaws in the curriculum and instructions of the school, and that the Chinese students had discontent with the school. Their dissatisfaction might be due to the defects of the curriculum and instructions of the school. Furthermore, this study tried to offer another explanation: the discontent of the Chinese students was owing to the social status as the students of Tokyo Higher Normal School.

**Key words:** Chinese students, Tokyo Higher Normal School, study experiences

## 1. Introduction

In 1904, the Ministry of Education of Qing promulgated the first school system throughout China. During the establishment of the school system, teacher education was the primary issue for the Chinese government. There were two main ways to build teacher education in China at that time: one was to design institutions for teacher training in China and the other was to send Chinese people to study abroad and wait for them to come back as school teachers equipped with new knowledge. Both approaches that the Chinese government adopted were strongly affected by the Japanese teacher training system (Chen 1994; Jing 2005).

This study focused on the study experiences of Chinese students during their time studying in the teacher training institutions in Japan. Those Chinese students sent by the Chinese government were anticipated to be trained as teachers for new school system in China. However, it was in 1907 that the movement of Chinese people to study in teacher training institutions in Japan changed profoundly (Futami 1980). The “authentic” teacher training institutions in Japan started accepting Chinese students

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since then. Tokyo Higher Normal School was the first institution that engaged to the changing process. In fact, the teacher training program was not the only concern for the Chinese government, but they also intended to have the Chinese students acquire better education on other practical majors in Japan, such as engineering and medicine. Therefore, a contract called *The Special Deal of Five Schools* was signed by the two countries in 1907. As one of the five contractual schools, Tokyo Higher Normal School should accept 25 Chinese students who could pass the entrance examination of the school every year from 1907 to 1922.

As a profound process in which the teacher training institutions in Japan officially accepted Chinese students, Jing (2000) described the context of how it occurred and analyzed the rules for foreign students at Tokyo Higher Normal School. Moreover, Shao and Funaki (2003) traced back to the early period when teacher education for Chinese students was conducted in Koobu Gakuin (宏文学院) and analyzed the education for Chinese students in Tokyo Higher Normal School after that by using related data from the school bulletin. According to these studies, we could understand the following facts: 1) “Why” Tokyo Higher Normal School accepted the Chinese students; 2) “How” the school disciplined the Chinese students based upon its rules on education for foreigners; 3) “How many” Chinese students had studied in the school in the late Meiji period; and 4) “What” were the subjects instructed in the school.

However, the previous studies paid more attention to the reason of Tokyo Higher Normal School accepting Chinese students and the data of Chinese students who entered the school in the first few years according to the contract of the five schools. In doing so, we could understand the problem of “why”. On the other hand, for the issue of “how”, we could not perceive what kind of instructions did the Chinese students received from the school by merely emphasizing the concept of teacher education rather than focusing on the educational settings of the school itself. Moreover, the data analyses of Jing, Shao, and Funaki were limited up to late Meiji period. The data could not represent all Chinese students who entered the school between late Meiji period and late Taisho period.

Nevertheless, as Shao and Funaki noticed, “To revive the actual state of Chinese students when they were studying in Tokyo Higher Normal School is extremely difficult” (Shao & Funaki 2003, 86). Studies on Tokyo Higher Normal School are facing the same problem. Yamada pointed out that Tokyo Higher Normal School often incurred criticisms from researchers because of its role as a teacher training institution. However, “The inner (educational) process of Tokyo Higher Normal School has not been explored yet” (Yamada 2006,180). To examine the socialization of students in Tokyo Higher Normal School, Yamada used a diary of a Japanese student. According to his analysis, we found the clue to the socialization process and conflict of the students under the educational context of the school.

Accordingly, to explore actual study state of Chinese students who studied in prewar Tokyo Higher Normal School, this study applied narratives of Chinese students referring to the school experiences, for example, their memoirs, diaries, and literature work. Specifically, this study attempted to answer two questions as follows: 1) what did Chinese students learn in Tokyo Higher Normal School? 2) how did Chinese students perceive their study experiences in Tokyo Higher Normal School?

This study focused on the period that Tokyo Higher Normal School accepting Chinese students under the context of *The Special Deal of Five Schools*. After the expiry (1922) of the contract, Chinese students who entered the school were not admitted as the official students sent by the Chinese government. In other words, this study analyzed Chinese students who entered Tokyo Higher Normal School during 1907 to 1922.

## 2. The Chinese students of prewar Tokyo Higher Normal School

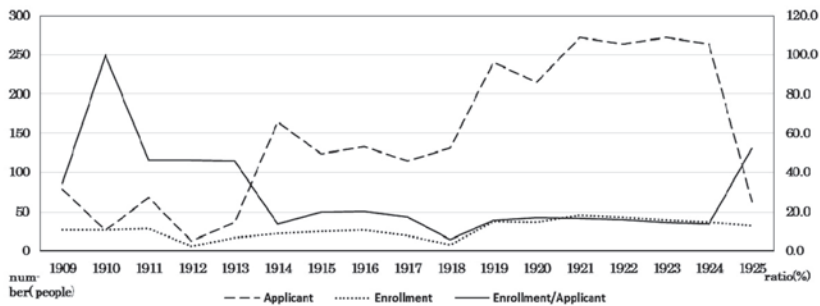
### 2.1 The elite generation?

Before analyzing the narratives of Chinese students, this section examined general characteristics of Chinese students who studied in Tokyo Higher Normal School from three dimensions: their social reputation, affiliated faculties of the school, and birthplace in China.

Firstly, this section analyzed the social reputation of Chinese students recognized by the previous studies.

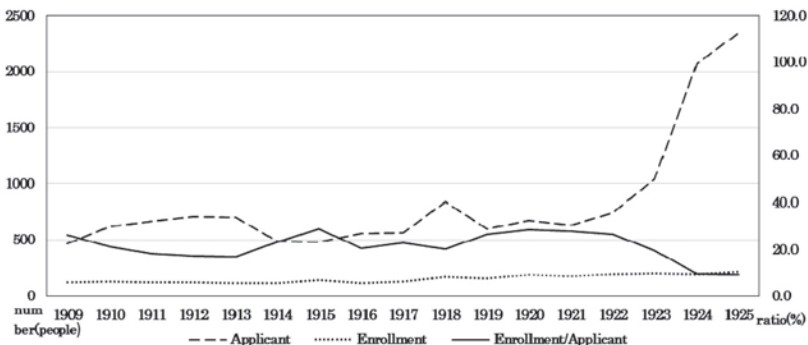
There were thousands of Chinese people who came to study in Japan in prewar period. However, those Chinese people were divided into two groups in Yan's research (Yan 1999; 2009). The first group was regarded as first generation of Chinese students who studied in Japan. The Chinese students who belonged to the first group had the following characteristics: 1) they were studying in Japan in Meiji period; 2) they were focusing on revolution of China rather than on their school study in Japan; 3) they were sensitive to the Japanese people and to the relationship between China and Japan. On the other hand, the second group was viewed as second generation. The Chinese students who belonged to this group were minorities but elites from China. Different from the first group, the students who belonged to the second group were studying in Taisho period and the Chinese students of this group entered elite course in Japan.

Figure 1 The competitive ratio of Tokyo Higher Normal School among Chinese students, 1909-1925



(Source: *Annual Report of Ministry of Education, Meiji 42-Taisho14*)

Figure 2 The competitive ratio of Tokyo Higher Normal School among Japanese students, 1909-1925



(Source: *Annual Report of Ministry of Education, Meiji 42-Taisho14*)

According to Yan's research, there is no doubt Chinese students who entered Tokyo Higher Normal School belonged to the second group and had the characteristics of the elite group. In fact, the financial support from the Chinese government and the restriction of enrollments to the school made the entrance examination of the school become fiercely competitive (see figure 1.). The students who could enter the school were elites indeed. In addition, in Jing's research, the graduates of Tokyo Higher Normal School were active as elites in the sphere of education, particularly in the sphere of higher education in China. For example, they became teachers or headmasters of national higher normal schools after they returned to China (Jing, 2000).

## 2.2 Arts or Science?

Secondly, what majors did Chinese students choose before they entered Tokyo Higher Normal School? In 1915, the school integrated the 5 faculties (the Faculty of National Language, the Faculty of English, the Faculty of Natural History, the Faculty of Geography and History, and the Faculty of Mathematics, Physics and Chemistry) into 2 categories: the department of arts and the department of science; and each of the departments was divided into three different affiliates. According to table 1, it was found that: 1) Chinese students applied for all the majors setting by the school. However, the second faculty of arts (the Faculty of National Language) did not attract Chinese students. Although there were few Chinese students who applied for the faculty, they failed to pass the entrance examination; 2) the competitive ratio of the department of science is higher compared to the department of arts.

In addition, there were 222 Chinese students who graduated from Tokyo Higher Normal School during 1919 to 1927, 47.2% of them graduated from the undergraduate course of the first faculty of arts (see table 2).

**Table 1 The competitive ratio of the school among Chinese students in the undergraduate course, 1915-1922**

(Enrollment/ Applicant, %)

	Arts(1)	Arts(2)	Arts(3)	Science(1)	Science(2)	Science(3)	Physical Education
1915	20.0	—	21.7	28.6	12.5	17.4	44.4
1916	26.1	—	14.3	21.7	14.6	33.3	—
1917	21.9	—	27.8	3.5	13.0	30.8	—
1918	5.3	—	6.3	6.7	8.0	4.6	—
1919	22.7	—	17.9	4.8	18.8	24.1	—
1920	19.0	—	24.0	9.3	19.4	17.7	33.3
1921	18.0	—	17.5	7.4	19.4	12.8	10.0
1922	16.4	0	25.0	8.3	11.1	10.5	14.3

(Source: *Annual Report of Ministry of Education, Taisho 4-Taisho11*)

**Table 2 The number of Chinese graduates of the school in the undergraduate course, 1919-1927**

Faculty	1919	1920	1921	1922	1923	1924	1925	1926	1927	Total	Graduation rate(%)
Arts (1)	4	9	7	5	16	13	17	10	12	93	47.2
Arts (2)	0	0	0	0	0	0	0	0	0	0	0.0
Arts (3)	4	3	2	3	1	3	3	6	5	30	15.2
Science (1)	0	0	2	0	2	2	4	6	1	17	8.6
Science (2)	2	3	3	1	2	2	2	2	0	17	8.6
Science (3)	3	1	5	2	4	5	4	3	5	32	16.2
Physical Education	3	0	0	0	0	3	1	1	0	8	4.1
Total	16	16	19	11	25	28	31	28	23	197	100.0

(Source: *Bulletin of Tokyo Higher Normal School · First Temporary Teacher Training Institution, Showa2*)

### 2.3 The coast or the interior?

Thirdly, what region of China did Chinese students come from during the 1910s to the 1920s? According to *The Special Deal of Five Schools*, every provincial government of China had obligation to support its local students to study in the five schools if the students could pass the entrance examination. Theoretically, students who gained admission from one of these five schools must have had different backgrounds referring to their birthplace. In fact, through the analysis of Chinese graduates of Tokyo Higher Normal School, it was found that the Chinese students did not only come from the coast of China such as Zhejiang, Guangdong and Jiangsu, but also came from many other inland areas (e.g. Hunan, Jiangxi) and even from the remote region of China (e.g. Yunnan, Guizhou)<sup>1)</sup>

In conclusion, Chinese students who entered Tokyo Higher Normal School during 1915 to 1922 generally had the following characteristics: 1) they went through the intense competition with other Chinese candidates because of the limited enrollment of the school. They were perceived as elites among Chinese students who were studying in Japan and even in the Chinese society after they returned to China; 2) the majorities of Chinese graduates during 1919 to 1927 were students from the departments of arts 3) they came from the coast of China and the inland area as well.

## 3. The curriculum and instructions of Tokyo Higher Normal School: take the Faculty of English as a case study

### 3.1 The special preparatory course for Chinese students: an unsuccessful program

Through the analysis of Chinese students who entered Tokyo Higher Normal School based upon their attributes could help us capture the general information about them. To explore the study state of Chinese students in the school profoundly, this section took the Faculty of English as a case study. Moreover, focused on the narratives of a Chinese student upon the curriculum and instructions of the faculty.

Considering Chinese students might have difficulties in the undergraduate course of Tokyo Higher Normal School, the Chinese government requested Tokyo Higher Normal School to conduct a remedial course for Chinese students. Therefore, the school set the special preparatory course for Chinese students. The course was designed to improve the academic ability of Chinese students to the middle school level. The subjects of the course were similarly to the one in other middle schools in Japan, and it took one year to complete the course.

Even though the purpose of setting the special preparatory course was to help Chinese students to overcome the academic difficulties that they may encounter in the coming undergraduate course, according to the narratives of Qian Genchuan (the first dean of Faculty of Literature of National Taiwan University)<sup>2)</sup>, the course was “easy” rather than helpful for Chinese students. In the recall of his first-year experience in the school, Qian mentioned the special preparatory course:

In this year, the school arranged some teachers such as lecturers who did not have so much experience to teach all kinds of basic lessons to us and train us to get used to the instructions in Japanese at the same time.

The special preparatory course was remedial course. It was easy, and everyone did not find any difficulties, therefore [we] all wanted to be familiar with the Japanese society out of the school and to know this new place. (The underlining of the memoirs was done by the author) (Qian 1990, 22)

According to Qian's narratives, we can understand that he thought the special preparatory course was easy. However, why did Qian and other Chinese students have such an opinion on the special preparatory course? Evidence may be found from the life history of Qian in his earlier days in Japan.

Qian recalled his experiences of preparing for the entrance examinations of the five schools. Because of the fierce competition among Chinese candidates, Chinese students who aimed to pass

the entrance examinations had to go preparatory schools setting for Chinese students and study there for at least one year as soon as they arrived in Japan. In Qian's case, he went to East Asia Higher Preparatory School. In East Asia Higher Preparatory School, Qian learned the subjects such as Japanese Language, English, Math, Physics, and Chemistry (Qian 1990,17). The lessons Qian had taken in East Asia Higher Preparatory School were similar to the special preparatory course of Tokyo Higher Normal School and were more intensive than the special preparatory course of Tokyo Higher Normal School (see table 3). Therefore, Qian and other Chinese students would consider the special preparatory course easy to complete.

**Table 3 The comparison of the subject and its hours between the two schools**

East Asia Higher Preparatory School	(Number of hours/ weekly)			
	first semester	second semester	Tokyo Higher Normal School	all semesters
Japanese Language	14	8	National Language	8
Math	7	7	Math	6
English	8	8	English	5
History			History	2
Geography	2	3	Geography	2
Physics			Physics	2
Chemistry	2	4	Chemistry	2
Natural History	2	3	Natural History	2
Drawing	0	2	Gymnastics	2
Ethics	1	1	Ethics	1
Total	36	36	Total	32

(Source: *20 Years History of Sino-Japanese Society* and *Bulletin of Tokyo University of Arts and Science · Tokyo Higher Normal School*, 1939)

There is an interesting finding from the narratives of Qian: the special preparatory course setting by Tokyo Higher Normal School failed in offering valuable education for the Chinese students in the reality. Chinese students who entered Tokyo Higher Normal School had to pay a lot of effort to pass the entrance examination of the school, and taking the remedial courses was the main strategy for them. However, after they entered the school it cost them one year extra to study the subjects they already had learned in other remedial schools. If the time they had wasted was taken into consideration, the special preparatory course of Tokyo Higher Normal School was an unsuccessful program indeed.

### 3.2 The undergraduate course of the Faculty of English: an elite course

After the one-year special preparatory course, Chinese students started to engage into the formal course of different faculties depending on the majors they had applied when they were taking the entrance examination of the school. The formal course included one-year preparatory course and three-year undergraduate course.

The subjects of the Faculty of English included common subjects of the school and professional curriculum on English major. The common subjects of the school were conducted in every faculty of the school. They included; Ethics, Education, Psychology, Logic and Philosophy, Physical Education, National Language, English, and Civics. In addition, the department of arts conducted the subject of History as a common subject. As for the professional curriculum on English major, the faculty of English conducted professional education from the first-year preparatory course (see table 4).

Qian Gechuan described his experiences of taking the formal course in his memoirs. He claimed, "The three-year undergraduate course was focused on English literature":

In Tokyo Higher Normal School, after the special preparatory courses, [we] had to study the preparatory courses for one more year. [we] had same classes with Japanese students since we [began] the preparatory courses. [We] studied some fundamental lessons during the preparatory courses, such as Ethics, Logic, Psychology, Pedagogy, Philosophy, the History of the English Literature,

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English Phonetics, etc. The three-year undergraduate course focused on English literature; which included the poetry, novels, drama plays, essays, and literary criticism. (Qian 1990, 61)

Furthermore, it was found “reading” was the critical curriculum throughout the four-year course according to table 4. In the memoirs of Qian, he also mentioned intensive reading method in the English class:

We applied intensive reading method in the school. [we] started from the 19th century and traced back to the ancient time and then the modern time...it seems we could not finish [reading] all the treasures, so we could only follow the instructions from the teachers in the school, they chose the classic works or the works they liked [for us to read]. (Qian 1990, 35)

Table 4 The professional curriculum of the Faculty of English

(Number of hours/ weekly)

Curriculum	First year	Second year	Third year	Fourth year
Reading	5	6	7	7
Speaking	3	4	4	4
Grammar	2	0	0	0
Composition	2	2	2	1
Listening and Dictation	1	1	1	0
Phonetics	1	0	0	0
Grammar and Rhetoric	0	1	0	0
The History of English Literature	0	0	1	2
The Lecture on English Literature	0	0	0	1
Linguistics	0	0	0	3
Second foreign language	3	4	4	2 or 4
Teaching Training	0	0	0	*
Total	14	14	15	18

(Source: *Bulletin of Tokyo University of Arts and Science*

· *Tokyo Higher Normal School*, 1939; Note: \* means the information cannot be found)

How did the professors of the Faculty of English instruct students if the reading was the critical curriculum in the professional study?

An English journal called *The Rising Generation* investigated the textbooks higher normal schools were applying in the faculty of English in 1920, we found that the professors of Tokyo Higher Normal School preferred to instruct students without specific textbooks except in the reading curriculum (see table 5). The characteristics of instructions can be proved by the narratives of Qian:

Although those professors of Tokyo Higher Normal School could use their own works as textbooks, for instance, [the books on] Philosophy, Logic, Psychology, etc., they all have their own publications, they never repeat the textbooks, they had much knowledge beyond the books [to teach], and we were requested to take the notes. (Qian 1990, 27)

Table 5 The Textbooks applying in the Faculty of English

(Number of hours/ weekly)

School year	Textbook	Related curriculum	Time
First year	J.K. Jerome: <i>The Three Men in a Boat</i>	Reading	3
	Irving: <i>Sketch Book</i>	Reading	2
	Macauley: <i>Historical Essays</i>	Reading	2
	Nesfield: <i>English Grammar IV</i>	Grammar	2
	Brayan: <i>English Echo</i>	Speaking	2
Second year	Hawthorne: <i>Scarlet Letter</i>	Reading	2
	Stevenson: <i>New Arabian Nights</i>	Reading	2
	Brooke: <i>English Literature</i>	The History of English Literature	1
Third year	Holmes: <i>Autocrat of the Breakfast Table</i>	Reading	2
	Byron: <i>Childe Harold's Pilgrimage</i>	Reading	1
	Swinton: <i>Studies in English Literature</i>	Reading	2
Fourth year	Shakespeare: <i>Macbeth</i>	Reading	1
	Carlyle: <i>Essays</i>	Reading	2
	Conrad: <i>The Mirror of the Sea</i>	Reading	2

(Source: *The Rising Generation*, 1920)

Even though the reading class applied textbooks, the professors did not instruct throughout the whole class and the students had to study by themselves according to the narrative of Qian. His narrative is quoted as follows:

In the class, when the teachers were teaching us a classic work of English literature, they just helped us read a few pages, maybe a chapter or so, and we need to read the rest of the book by ourselves. The students should not only read the books during the class, but also find other books to read after the class. It was not enough to study English in the school. [Students] went to foreign language schools in the night to learn another foreign language. I went to a French School to study French language in the night too, and I also read the literature books in French and in Japanese. (Qian 1990, 27)

In summary, the study in the Faculty of English was focused on English literature and particularly in the intensive reading of works on English literature. However, the instructions of the English literature studying were self-study centered; the students had to study by themselves and even had to make effort to the study after the school. To some extent, the undergraduate course of the Faculty of English could be regarded as an elite course.

#### 4. The criticism on the life experiences of studying in Tokyo Higher Normal School

##### 4.1. “We’re flaw productions”: criticism on the status of the school

For Chinese students, it cost 5 years to graduate from Tokyo Higher Normal School, and it would cost more than 5 years if the years of which they prepared for entering the school were taken into consideration. Those Chinese students came to Japan around 17 years old and spent their youth here. Consequently, how did they perceive their experiences of studying in Tokyo Higher Normal School? To answer the question, this section analyzed the narratives of three Chinese students who studied in the Faculty of English of Tokyo Higher Normal School.

Wu Yude (1900-1985) studied in Tokyo Higher Normal School from 1919 to 1924. In his recall to the experiences in the school, he recalled a chat with his classmate, Tian Han. In this chat, Tian Han said, “It was not a big deal to graduate from here.” (Wu 1988,855) Wu Yude agreed with what Tian Han said. He even called the graduates from Tokyo Higher Normal School as “flaw productions”. His narrative is quoted as below:

Chinese students could go to imperial universities to study the same major after they graduated from the vocational schools, and they did not have to take the entrance examination. I asked the school [Tokyo Higher Normal School] to introduce me to enter the [Tokyo?] Imperial University. However, the Imperial University only accepted students majored in Literature, History, Education, etc. I applied for the Economic major, [but] it was the most popular major of the imperial university, so I failed the application. Also considering the scholarship system would be abolished in the next year. I could not afford the tuition fee by myself, so I returned to China with regret. Zhengji and Huang Zhuangjun graduated one year later from my graduation. They also had to go back to China because they did not have financial support from the government anymore. We were flaw productions during silver coating. (Wu 1988, 855)

Wu mentioned he wanted to continue his study in the imperial university and called the students who entered the higher normal schools like him as the flaw productions during silver coating. In fact, studying abroad was treated as a process of gaining value for Chinese students in the recent history of China. Students who returned from Europe and America were regarded as golden coating returnees. On the other hand, students who returned from Japan were treated as silver coating returnees. However, according to Wu, as a graduate of Tokyo Higher Normal School, his status was lower than the graduates of imperial universities. Therefore, he perceived himself and his fellows as the flaw



productions during silver coating.

#### 4.2 “It was not appropriate to separate linguistics and literature in the English study”: criticism on the instructions of the school

Qian Gechuan(1903-1990) graduated from Tokyo Higher Normal School in 1927. According to Qian, students majored in English in Tokyo Higher Normal School had to decide a route at the beginning of the English study. One route was to study linguistics and the other one was to study literature. Qian chose the literature route. Referring to this choice, he expressed his regrets and criticism on the instructions of the Faculty of English:

I chose the literature route because I like reading poetry and articles since I was a child. After 10 years I graduated from the school [Tokyo Higher Normal School], I found that I had chosen the wrong route.

[In the case of] undergraduate students studying the English, the point was to understand the meaning of words and sentences thoroughly, [which could] avoid any misunderstanding of the original context. In the studying process, [we] should not use simple conversation materials. The study materials must be chosen from famous works or literature works. Therefore, I think it's better to learn literature through the perspective of linguistics than to learn linguistics through the perspective of literature, and [I think] it will be much more effective. I focused on linguistics rather than literature since I started to teach in the university. I realized it was not appropriate for the teachers of Tokyo Higher Normal School to instruct us to separate linguistics from literature and focused on one route only in the English study. (Qian 1990, 26-27)

#### 4.3 “It was not a big deal to graduate from here”: criticism on the limitation of studying in the school

In Wu Yude's recall, he mentioned Tian Han's opinion on studying in Tokyo Higher Normal School; “It was not a big deal to graduate from here”. Tian Han (1898-1968) studied in the school from 1919 to 1922. He did not finish his study in Tokyo Higher Normal School and returned to China in 1922. In a drama play of Tian Han<sup>3</sup>, he wrote the same situation for the character that had to return to China because of the financial problems. In the reality, Tian Han lost the financial support from the Chinese government in 1922. Although he did not mention why he could not get the financial support from the government in the drama play, it can be deduced that it was because he often absented himself from the class. In Tian Han's diary written in the October of 1922<sup>4</sup>, his routine during the whole October was reading, writing, and taking the French course. It seems that he did not go to the school during that month. Tian Han's criticism on Tokyo Higher Normal School might explain why he was absent from the class. Considering the self-study learning method of the school mentioned above, it can be said that studying in Tokyo Higher Normal School could not meet some students' needs. Some of them preferred to study by themselves rather than to go to school as the instructions of the school was self-study centered.

## 5. Conclusion

To reveal the actual study state of Chinese students in Tokyo Higher Normal School, this study took a Chinese student who studied in the Faculty of English as a case study. Through the analysis of the narratives of the Chinese student, this study found that the characteristics of the curriculum and instructions of the Faculty of English were as follows: 1) the special preparatory course setting for the Chinese students was redundant and wasting their time; 2) the instructions of the faculty were focused on English literature studying; 3) the learning method of the students was self-study centered.

Moreover, this study found that there was discontent among Chinese students at their life experiences in Tokyo Higher Normal School according to their narratives. Specifically, some students perceived themselves as flaw productions comparing with graduates from imperial universities. Some

student thought the instructions of the school were not appropriate, and some student even chose to be a dropout.

The dissatisfaction expressed by Chinese students may be due largely to the curriculum and instruction of Tokyo Higher Normal School. However, according to the narratives of Wu Yude, it was found that another critical reason was the social status of Tokyo Higher Normal School being lower than imperial universities. Although Chinese students who entered Tokyo Higher Normal School were elites, they did not perceive themselves as elites while comparing with the elites who were in the upper status of the hierarchy.

Although this study explored the study state of Chinese students in Tokyo Higher Normal School and the criticism of Chinese students on their life experiences of studying in the school by analyzing the life history of three Chinese students who studied in the Faculty of English of the school, the three Chinese students cannot represent all Chinese students who studied in Tokyo Higher Normal School.

Additionally, to understand the life experiences of Chinese students in Prewar Tokyo Higher Normal School profoundly in the further study, this study will try to answer two questions as “Why did Chinese students have the consciousness of social status while they were studying in Tokyo Higher Normal School?” and “How the consciousness of social status affected the Chinese students?”.

## Notes

- 1) See Tokyo Higher Normal School (東京高等師範学校), 1927, 「外国学生卒業者」『東京高等師範学校・第一臨時教員養成所一覽』東京高等師範学校, pp.472-481.
- 2) Qian Gechuan (1903-1990), was a famous Chinese scholar of English major. He came to Japan in 1920 and entered Tokyo Higher Normal School in 1922. After he backed to China, he used to be the professor of Wuhan University and Dongwu University. In 1947, he went to Taiwan and worked in National Taiwan University as the first dean of Faculty of Literature.
- 3) See Tian Han (田汉), 1932, 「乡愁」『田汉戏曲集 第3集』上海现代出版社, pp.89-112.
- 4) See Tian Han (田汉), 1922, 『薔薇之路』泰东图书局。

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